**SLO Cycle Assessment Form**

**Please type on this form. Do not submit handwritten forms.**

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| **Course:**  **BIOL 202** | | **Semester data collected:**  **FALL 2012** | | **Date this form was completed:**  **11/14/12** |
| **# of sections offered:**  **1** | **# of sections assessed:**  **1** | | **Data Collected from: (Check all that apply)**  FT Faculty \_\_\_x\_\_\_ PT Faculty \_\_\_\_\_\_  Day \_\_x\_\_\_\_ Evening \_\_\_\_\_ Hybrid/Online\_\_\_\_\_ Weekend\_\_\_\_\_\_ | |
| **1. People involved in summarizing & evaluating data (minimum of two)** | | | Susan Moss (primary)  Tom Morrell | |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.** | | | SLO 1  Display critical thought related to key concepts in human anatomy and physiology using written forms of expression and examination. | |
| **3. Results**  Briefly summarize the data. (Please see instructions). | | | As part of the exam on the cardiovascular system, I included a 10-pt question in which students were given a list of ailments and asked to determine which aspect of the cardiovascular system was likely malfunctioning. For instance, one ailment listed was “Your blood pressure is not remaining steady.” Of the options provided, they should have chosen “baroreceptors” as the malfunctioning structure since baroreceptors monitor blood pressure and are key to keeping it steady. This type of test question requires students to understand the material well and apply their knowledge to diagnose a problem. It is a good exercise in critical thinking.  There were 26 students in the class and the average grade on that question was 78.5%. | |
| **4a. Course/Program Improvements**  **Please describe what change(s) you plan to implement based on the above results**  **4b**. **Will this include a change to the curriculum (i.e., course outline)?**  Yes  No x | | | I do not plan to change the question because it elicits thinking and clearly demonstrates if students understand what’s been covered in class. | |
| **5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?**  For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.  **IVC’s 5 ILOs:**  **ILO1 = Communication Skills**  **ILO2 = Critical Thinking Skills**  **ILO3 = Personal Responsibility**  **ILO4 = Information Literacy**  **ILO5 = Global Awareness** | | | ILO2  Students had to diagnose a cardiovascular health problem and determine the most likely cause. | |
| **6. Next Steps**  **Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?**  **If so, how?** | | | The process was effective in my opinion, and no changes will be made. | |
| **7. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | | |  | |

For instructions on how to fill out this form, click here:

[SLO Cycle Assessment Form Guidelines](file:///C:\Users\susan.moss\Downloads\DRAFT%20SLO%20Cycle%20Assessment%20Form%20Guidelines.docx)

Or visit the IVC SLO Website: http://www.imperial.edu/faculty-and-staff/campus-committees/student-learning-outcomes/slo-forms-and-handouts/